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The Wellesley News (09-15-1969)

Wellesley College

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WELLESLEY NEWS

Vol. LXIII, No. 1

WELLESLEY, MASS.

Monday, September 15, 1969



Fred M. Hechinger considers student dissatisfaction.

More Diversified Freshmen Bombard Changing Wellesley

"Which way to Tower Court?" Welcome to the dorm. I'm your Vil Junior and . . . Smiles. "Can I help you with your luggage?" "Hi. I'm your new roommate." More smiles. "You mean you brought a record player too?" "Not another meeting."

The freshmen have arrived—519 of them. Diversity is the only word to describe the class. On the map, they represent 44 states, the District of Columbia, the Canal Zone and ten foreign countries: Colombia, Ethiopia, Finland, France, Germany, Hong Kong, India, Malaysia, Spain and Switzerland. Economic and social backgrounds vary considerably. In addition, 57 freshmen are black—more than in all three of the upper classes combined.

From the Dean's Seat

"Every freshman class is special, but I think this one has particular

potential and a great deal of variety in its make-up," commented Mrs. Paul E. Marsh, Jr., dean of the class of 1973. "These students represent some of the change we want to have at the College," she emphasized.

According to Mrs. Marsh, the diversity of the class offers a very positive prospect for the College. "This class is going to contribute a great deal to the College and also to dorm life," she notes. The College community will be stimulated by what she stresses is much more than just geographical diversity.

As the College's views on admissions have broadened, Mrs. Marsh feels that it has clearly become possible to accept more students from different backgrounds. Yet she emphasizes, "The members of this class have been chosen because we feel that they can succeed at Wellesley."

Since so many upperclassmen worked last year in the recruitment of this year's freshmen, Mrs. Marsh believes there is a closer relationship between the classes. In fact, several students have already asked her about this year's freshmen. Summarizing the feelings of the whole College community, she stated, "They represent a college which is changing."

On the Admissions

Miss Barbara M. Clough, director of admission, is also impressed by the diversity of the class of 1973. "There was much more diversity in the applicant group," she explained, "certainly there is more in the class. Many members of the class of 1973 come from schools which had never before had a candidate applying for admission to Wellesley."

The incoming freshmen are also more politically, socially and academically aware, according to Miss Clough. "There were more who worked with Lindsay and McCarthy, more who were involved in community, governmental and social con-

cerns, and more who were doing something with their concerns," she stressed. In addition, she noted, "More were tutoring the disadvantaged and more were working with projects like Upward Bound and Headstart."

On To 1974

While the freshmen are still unpacking their bags, the Office of Admission is already planning for the class of 1974. Over the summer three black women have been added to the admission staff. Miss Sondra I. Bonadie, associate director of admission, comes to Wellesley from Teachers College, Columbia University, where she was associate in admissions for the past two years. She also did research on consultation for the Ford Foundation and helped to produce a book of charts on economic and social indices on the underdeveloped areas of the world.

Miss Carol D. Sills has been appointed assistant director of admission and will serve as black recruiter. She is a 1969 graduate of Antioch College and holds a B.A. degree in psychology.

The new administrative assistant is Mrs. Florence Washington. During the past year she was administrative assistant and office manager for the American Council for Emigres in the Professions in New York City. Previously she was secretary-counselor for the American Friends of Refugees, United Nations Plaza. From 1960-63, while living in Hong Kong, Mrs. Washington was the language laboratory coordinator at New Asia College, Kowloon.

Students have also been busy in the Office of Admission during the summer. Three Ethos members, Yvonne Smith, June Corey and Elena McCall, all '70, recruited applicants in the deep South. On campus, Karen Mueller '69 and Cindy McConathy '71 interviewed applicants for the class of 1974.

NY Times Editor Hechinger Speaks on Campus Unrest

Fred M. Hechinger, Education Editor of the New York Times, will launch the Wilson Lecture Series in an address at 8 p.m., Fri., Sept. 19, in Alumnae Hall. Recently appointed to the Times Editorial Board, Mr. Hechinger will speak to members of the College community and their guests on the contemporary educational scene.

Although he covers education from pre-school to graduate studies, unrest on university campuses has captured his attention this past year. Mr. Hechinger has analyzed the

campus scene in this way: "The present situation thus seems a race between those campus forces that want to combine reform with orderly academic government and those that want to radicalize or repress." (New York Times, June 15, 1969)

Violence on Campus

Writing in the quiet of summer, he anticipated "escalated warfare in September." Where violence is concerned, Hechinger favors equal legal treatment for students.

"If laws are needed to protect life and property — and the freedom to

be heard against the wishes of revolutionary dissenters — then the laws should apply to everyone, not to students as a separate class," he said in a June article for the Times.

Impulses for Progress

On students, he made the comment, "Their impulses might, despite their immature oversimplifications both of social reform and the university's real mission and actual power, be turned into a vital force for progress."

A Phi Beta Kappa graduate of the City College of New York, he took graduate work at the University of London, where he began writing for the Education Supplement of the London Times. From 1946 to 1950, he worked with the Bridgeport (Conn.) Herald, the Washington Post, and the Overseas News Agency. He was Education Editor of the New York Herald Tribune between 1950 and 1956.

Joined Times in 1959

He then moved on to the Bridgeport Sunday Herald, while serving as Education Editor of Parents Magazine from 1957 to 1959. He joined the New York Times as Education Editor in 1959.

Recipient of many journalism awards, he shared the E.W.A. award with his wife for articles in the 1964 New York Times Magazine, on the mores and morals of college students.

In addition to pursuing his newspaper career, he is the author of several books: *An Adventure in Education: Connecticut Points the Way* (MacMillan Co., 1956); *The Big Red Schoolhouse* (Doubleday, 1959), and (co-authored with his wife) *Teen-Age Tyranny* (Morrow, 1963), and the New York Times Guide to New York City Private Schools (Simon and Schuster, 1968). He is the editor of *Pre-School Education Today* (Doubleday, 1966).

HELP

Do you talk in your sleep? Do you mumble incoherent fragments of French poetry to yourself every night in front of a mirror, in a last-ditch effort at self-expression? Does your literary and philosophical genius fail to find solace in registration forms and upcoming hourlies?

Are your artistic and photographic tendencies stifled by deskpad graffiti and 7 a.m. dorm pictures? Is there a large-type Something deep down inside you, greatgraymatter greedy for growth, a pressured poetic potential, a confused muse, unamused and unsatisfied by the Wellesley scene?

Well, gang it's Opportunity Knocks Time — What Can it Be? A fleet of hotels on Broadway? A year's Subscription to Jack and Jill? A trip to Athol, Massachusetts? No, in the cutting words of S. Carton, "Tis a far, far better thing!" 'Tis the Wellesley News! Are you dramatic, cinematic, acrobatic? There's a place for you to do your far, far better thing for the News. Free flicks on a press pass; you know the rest, Student Unrest — Cure the Campus with an Excedrin headache. Put the news in relief and bring relief to News is one swell swoop.

Are you political, critical, analytical, or all three? Don't hide, seek sanctuary; cover it for News. Get the action on Atkins, the TNT on SDS. Or are Boston beings more to your taste?

Do you want to hit the News wires with a photo finish? Be the first on Your block to sight Polaroid Land — Just sign the Sylvania blue-dotted line, and see your name up in lights. Don't take potshots at phone messages and course evaluation sheets; save your pithy prose for News headlines. News is what happens; News is what's happening.

News is no holiday on ice. If you're looking for glamor, you won't find it here. But . . . "Breathes there a Wellesley girl with soul so dead, who never to herself could ask, 'Why not?'"

If you can take it — News will take you. Gird your loins, gang. JOIN US.

Freshmen, Sophomores, Juniors, and yes — even Seniors; Help get out the News. Come to a meeting on Thurs., Sept. 25, at 4:15 p.m. in 306 Billings to meet the staff and find out how it all happens. Reporters, photographers and advertising, business and layout-headline staff desperately needed.

Teenagers, Mothers, Students Spark Campus over Summer

Ed. Note: Much of the information in this article comes from Valerie Deam's story in the Patriot Ledger.

High school students studying and planning for college, mothers scuttling to class after feeding their families, undergraduates exploring the world of salamanders and tadpoles . . . snatches of conversation: "I didn't want to go to college until I came here. I always had something against college." . . . "After being away from books for many years, studying is a full-time job."

This was summer on the Wellesley campus. Empty classrooms filled with the participants in three separate activities: a coeducational, residential Upward Bound group, an Institute in Chemistry and an Undergraduate Research Program. The dust did not settle.

New Outlook

For six weeks, 75 Cambridge teenagers, ages 15 to 18, studied, played, slept and ate on campus. "It was

unquestionably a success," commented John Terry, director of the Wellesley-MIT Upward Bound. "There's a lot to build on," he added, "but we built a lot this summer."

"The prime concern of Upward Bound is to reach young people with college ability and to motivate them and help them develop the skills with which to get into college," explained Mr. Terry. He felt that a residential, rather than a commuter, program had very positive dividends for the students. However, he noted, "In one six week summer period you're not going to undo what has been done in 16, 17 years. More counseling and tutoring is needed."

In praising the assistance of Harvard, MIT and Wellesley students, as well as college and high school faculty, Mr. Terry commended the Wellesley girls for their ability to relate to the students. He hopes that this fall more will participate in the Saturday afternoon program.

(Continued on page 8)

College Plans Study Course; Explores Urban Programs

Signing In:

Definitely Not Out

"Wellesley is changing," you are told. The freshmen class is more diversified than ever before. There are more black students than ever before. The judicial code has been completely revised. Harambee House will open this week. A successful Upward Bound program was held on campus this summer.

Wellesley is examining the Roxbury Community College. A committee is investigating urban projects. The MIT exchange program continues. The Wellesley College Commission is studying the College's future.

This is an orientation, but an orientation is just beginning. Where does it lead to?

Last year we signed off with a reading period questionnaire. This year we welcome the freshmen, upperclassmen, faculty and administration with a similar, preliminary questionnaire. (Nota Bene: this is not for placement).

A. Have you heard of: Total optional pass-fail, abolition of all distribution requirements, credit for terms of off-campus work, tenure reform—employing student decisions, ten-year reviews and all-faculty "small" committees?

B. Has someone mentioned: Active coordination with men's schools and coed institutions for semester and year-long reciprocal enrollment, self-scheduled exams, students reading applications, and students voting on admissions?—and even coeducation?

C. Has someone whispered: Co-op dorms, locks on doors, an off-campus housing policy which is flexible and not financially prohibitive, permission for students from all classes to keep cars on campus, a decrease in the present \$90/year student parking fee, liquor on campus, unlimited parietals, dormitory keys for students, no heads of house?

D. And (incidentally) what about: Changing financial priorities—where is the money for changing academic and environmental (dorm cooking and entertaining facilities, refrigerators) needs, a film course, more than just MIT buses?

E. And (paranetically) what about: Reform in the present trustee structure to include students and young alumnae, and effective recruiting of the present student and faculty government bodies to create a faculty council, a student senate and a joint student-faculty legislative body.

F. Did someone consider: Majors in the creative and performing arts, an entire year or term of independent study for 370, a non-chronological approach to literature, philosophy and the arts, counter courses, a real student-run course (with credit), courses based on the theme of survival, no departmental requirements for majors?

G. Will the real Exploratory Generation please stand up?

Wellesley is changing, but only if YOU change it.

"Any student needing assistance will be able to seek out this office," explained Mr. Donald I. Polk, director of educational and community services. "A student should at all times be able to maintain her sense of self-direction by choosing among several alternatives in meeting her needs," he emphasized.

This summer, with the help of three students, Deborah Triol '71, Susan Elmer '72 and Marilyn McIntosh '72, Mr. Polk has planned several projects for the fall. Visits to other schools have provided ideas for innovations both in guidance and educational programs.

Reading Course

Beginning Oct. 13, Dr. Leo F. Hanley of the College House Study Center will offer a developmental reading and study skills course to meet the peculiar needs of Wellesley students. "Students will learn to master the materials which are in actual use at the College," according to Mr. Polk.

The course encompasses the following areas: increased reading speed, improved reading comprehension, identification of patterns of organization, isolation of central thoughts from supporting details, interpretation of content through the use of inference words, analysis of and preparation for examination questions, note-taking from lectures and written materials, ordering of facts for later recall, methods of textbook study, study habits and skills, techniques of memorizing and vocabulary and spelling improvement.

Learning a Lesson

This year students will benefit from an organized tutoring service. Any student encountering a difficult course may be referred for tutoring by her instructor, advisor or dean, or she may refer herself through one of these people.

"Tutoring will take place on three levels," explained Mr. Polk. Faculty members and their wives who are qualified will participate in the program, as well as student tutors, approved by the departments in which they are offering their services. In addition, groups of students who can offer help on a short-term basis in particular subjects will be organized in the dormitory complexes. "They would be available for specified hours during the week and would be called upon by a student who needs clarification or who seeks to develop a fuller understanding of a particular subject," Mr. Polk stated. "From time to time, a group study situation might develop around a particular assignment," he added.

Study Evaluation

Hopefully an evaluation program to include examination of study habits, study skills and effective study techniques will be initiated this fall. "Most often a student experiencing difficulty will present the problem in terms of study symptoms, 'I can't study because,'" noted Mr. Polk. "Examination of the student's circumstances can enable us to assist in outlining alternative courses in working toward a solution."

Included in the evaluation will be a reading efficiency test, a writing sample, a taped lecture from which the student will take notes and a study habits check list. Upon evaluation of these materials, there will be an interview with the student to outline appropriate steps toward more effective study.

Host Families

"Whatever affects the students personally and informally should be student-run," stressed Mr. Polk. Thus, a host family program has been developed by his three summer assistants. "This program will provide a place where students can go in a relaxed situation and have a friend in the community on an informal basis," he felt.

The program will be conducted through a student committee which will recruit families, set up a selection and matching process and involve the families in such a way that they feel themselves a part of the College community. Besides those families located in the Boston metro-

politan area, alumnae groups in New York and Washington have offered to serve as host families for students who come from a distance and who might wish to visit these cities.

Urban Education Commitment

As the representative for the College, Mr. Polk has been attending meetings concerning the Roxbury Community College. Early in 1969, Paul Parks, administrator of the Boston Model City Administration, solicited the support of colleges and universities in the greater Boston area in opening up higher education to the poor and minority groups. Nineteen institutions, including Wellesley, are participating in efforts to establish a consortium which hopes to prepare residents of the Model Neighborhood for degree candidacy in one of the member schools. "A student would begin by studying in the community college under professors from participating institutions," explained Mr. Polk, "and then eventually enter one of the colleges from the consortium for a degree."

Within the college, each student will have an individually tailored program based on his own needs, talents, experiences and objectives. The curriculum hopes to reflect the talents and accomplishments of the Model City Neighborhood and to redefine excellence through the use

of an innovative, experimental approach.

Participating schools will benefit from new perspectives on Afro-American culture and the urban environment. Hopefully both students and teachers will learn from each other and gain a new appreciation for the contributions of different backgrounds, experiences and areas of expertise.

So far, only one institution, Simmons College, has made a firm commitment to the project. However, experimental activities will begin this fall and a full enrollment of students is hoped for by January 1970. "There is no way to work out all the administrative difficulties until the program is definitely underway," believes Mr. Polk.

More Urban Involvement

Another program Mr. Polk is examining is the Mayor's Urban Observatory. Through this project, Boston Mayor Kevin White hopes to coordinate student service-study commitments in the city.

On a different level, an advisory study committee on urban projects is being set up campus. Over the summer, Louisa Kasdon '72 has been researching student involvement in the city. She and Judy Scott '71, president of Service Organization, hope to organize for student action this fall.

MIT-Wellesley Exchange Plans Idea Expansion, Clarification

To expand academically as well as socially, while clarifying realistic chances of participation mark two of this year's aims for the MIT-Wellesley Exchange.

Early this fall, Dean of the College Phyllis J. Fleming plans an open meeting for students and faculty to air their suggestions for the program. Voices of dissatisfaction and discontent are expected, as the entire Sophomore Class cross-registration applicants had to be placed on a waiting list. If schedule conflicts cause juniors and seniors to drop cross-institutional plans, notices will be sent to sophomores who applied for the exchange program at their dorm by Sept. 26.

The problem centers on over-enthusiasm on the part of Wellesley students, Miss Fleming indicated, an enthusiasm which exceeds the five-year experimental program's limitations on numbers of exchange participants.

With 312 girls applying, only 157 could be admitted; this was an attempt to approximate a 20 per cent numerical differential informally agreed upon last Spring by Presidents Ruth M. Adams and Howard Johnson of MIT. A larger per-

centage, it was felt, would cause unfortunate economic consequences, and possibly even tuition transfers.

MIT will bus 128 of its students to attend 171 courses at Wellesley. Philosophy of Education, Logic, Policy Making in the Federal Government, and Social Psychology drew the most enrollees.

Although their interests spread over 182 courses, Architectural Form and Design, Psychology of Language and Communication, and Urban Social Structure and Process drew many girls to MIT.

Miss Fleming's office would like to centralize operations as much as possible, to cut down on lag-time in schedule changes, facilitate record keeping, and generally promote greater efficiency.

To go along with expanding and streamlining the program, a new face, that of Diane Flasar '68 has joined Miss Fleming as her administrative assistant. "We intend to run this for the students, and not for anyone else," Mrs. Flasar emphasized.

On the bill for near-future examination are ideas to coordinate MIT's calendar more closely with Wellesley's, improve transportation between the campuses, and expand meal-transfer opportunities.

FURNITURE EXCHANGE

The Furniture Exchange has moved. Comfy chairs, lamps, tables, pillows and more are now stored in Alumnae Hall ready for your arrival. Sales will run from 9 a.m. to 8 p.m., Sun. - Tues., and 9 a.m. to 4 p.m., Wed. - Fri. Hurry before it's all gone.

TUESDAY CHAPEL FORUM

Mr. Donald Polk, Director of Educational and Community Services, will be the first speaker at the newly instituted Tuesday Morning Chapel Forum, Sept. 23, 8:15 to 8:30 a.m. in the Main Chapel Transept.

According to Ruth Reisner '71, coordinator for the forum, this Tuesday morning series is intended to allow a variety of members of the College community to address themselves to broader moral, religion, academic and political issues which cannot always be dealt with in the classroom. The format for the series will be "non-religious." The speaker will present his reflections and then there will be time for questions. Coffee and doughnuts "on the run" will be served immediately before and after each presentation.

STUDENTS' AID

Freshmen who have been awarded College scholarships should be acquainted with Wellesley's Students' Aid Society, Inc., the independent but College-affiliated organization which makes long-term, no interest loans to every recipient of a Wellesley gift-work scholarship.

Mrs. John Eaton, president, describes the Students' Aid Society as "an organization to which alumnae and others give so that undergraduates may receive some of the material help they need to complete college." Pauline Durant, wife of Henry Fowle Durant, set up the Students' Aid Society at the same time that her husband founded the College.

To scholarship girls the following services are available: the loan of dictionaries, draperies, bedspreads, wastebaskets, typewriters and gowns; the gift of clothes from the Students' Aid Society clothes closet.

In addition, any student may obtain an interest-free, short-term emergency loan by applying at the Students' Aid office, 348 Green, during weekday business hours.

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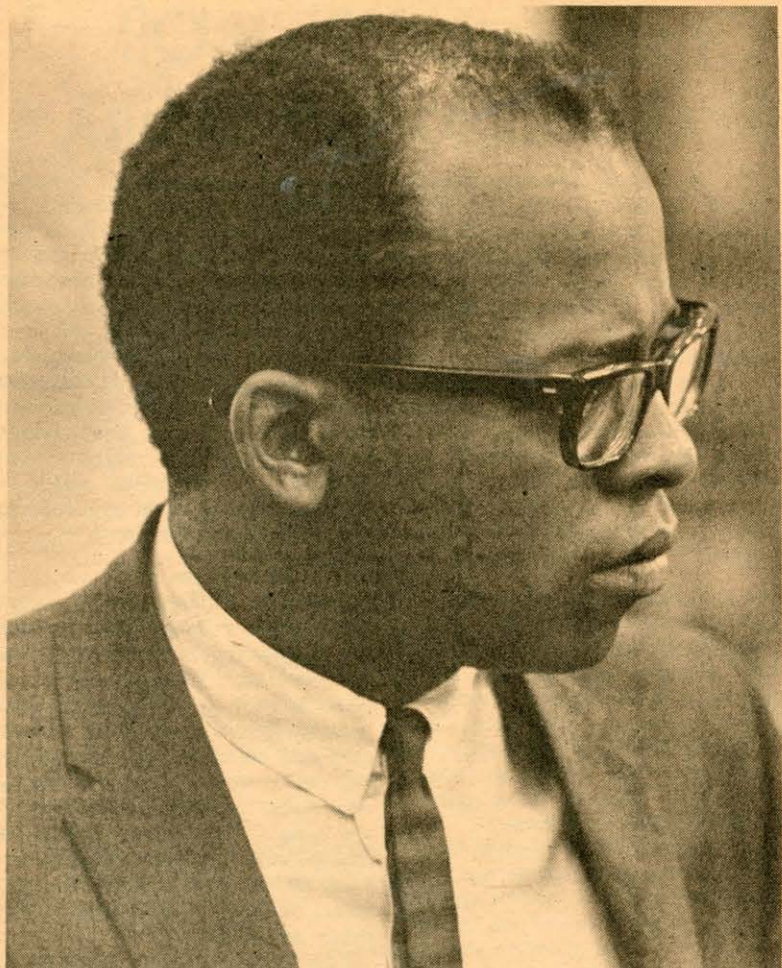
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Thomas Atkins joins Wellesley faculty.

Boston Summer Prods Anti-Draft, Local Work

Rapping with people, organizing task forces, staging massive write-ins, protesting perceived injustices — these activities continue to flourish in Boston area community organizing and anti-draft groups. News would like to bring its readers up to date, relying on the Old Mole as its chief source.

Boston Draft Resistance Group (BDRG) enters its third year with the addition of a coffeehouse, a new counseling center in Bedford, and plans to force resignations of Cambridge draft board members. They continue to counsel as many as 50 men a week on their options in the selective service system and outside it, distribute anti-war literature, train new counselors, and go to "Early Morning Show," the 6:30 a.m. visits to draft induction centers.

Sgt. Brown's Memorial Necktie Coffeehouse, 49 Pleasant St., Cambridge, three blocks from Central Square, offers films, live entertainment, and good food and company. They need waitresses and performers for volunteer work and can be reached at 491-9427. BDRG runs counseling classes every night in its stint of four week courses. Their phone is 547-8260 at 102 Columbia St., Cambridge.

Rent control made more waves this summer, when the Cambridge City Council voted 5 to 4 against a rent control ordinance; protests followed. Two groups, working antagonistically, tried to get the Council to roll back rents to the Jan. 1968 level, with prevention of over 5 per cent annual rent hikes.

The Housing Convention, one of the groups, staged a vigil at City Hall in July to "mourn the death of a commitment to help the people of Cambridge." In the meantime, The Peace and Freedom Party (PFP) worked in the community for support of the Rent Control Referendum Bill, attacking the Housing Convention for its government funding PFP, at 595 Mass. Ave., 868-1580, continues to leaflet, and talk door-to-door.

Controversy in the South End of Boston centers on control of the area's urban renewal project. Elections this summer gave residents a voice in the planning organization.

The community election, organized by a coalition of South End community groups, grew out of years of struggle between the Boston Redevelopment Authority (BRA) and the South End's black Puerto Rican, and poor white population. The low-income residents want urban renewal funds to create adequate low-cost

housing for the people who now live there.

Tenant groups in the South End have held demonstration and rent strikes against old and new slumlords, trying to force them to improve conditions in their buildings and to keep the rents down. Last spring, some Wellesley students were active in this effort.

In East Boston, residents fight for land, not just better housing. Sharing the area with Logan Airport has caused the Massachusetts Port Authority to claim much of the area for its facilities; in the last twenty years, the population has gone from 51,000 to 37,000.

Almost a year ago, a few mothers began stopping heavy trucks going to and from the Airport on a partially residential street. Now, they number almost 50, and have recently been joined by high school kids who visit **End of the Tunnel**, a new coffee house near Maverick Square.

This summer, protests were held at Amarena Field and other sections no longer open to East Boston residents because of MPA seizures. The forces for homes for East Boston or progress for the Boston area continue their wrangling this fall.

"**Summerthing**," a city hall sponsored vacation arts program presented an African Village in the Orchard Park Housing Project, an Italian art group in the North End, as well as other projects localized throughout the city. Neighborhood coordinators worked to make the theme, "Learning by Doing," a reality for at least some of Boston's residents.

Back on the Movement front, **New England Resistance** kept up its anti-draft and anti-war work. From their office on Stanhope St. in Boston (536-9793), they expanded to reach young men in nearby suburbs, and areas of Brockton, Framingham, Lowell and Lawrence-Haverhill.

In addition to their counseling work with students, GI's, and veterans, they emphasized internal education this summer, with newspapers and media experimentation.

A NEW LOOK AT THE STUDENT REVOLUTION

Student-Faculty Panel

plus

Verbal Free-for-All

Tues., Sept. 23 at 7:30 p.m. in the Pope Room

Come get your word in edgewise . . .

Sponsored by FORUM

Coming: Tom Atkins' Course

On a cold, rainy day in November 1967 many Boston area college students, including several Wellesley girls, shivered as they stood outside poll-watching and issuing last minute reminders to vote for Thomas I. Atkins. That night Thomas Atkins became the first black Boston City Councilman to be elected in a citywide election.

This year Miss Alona E. Evans, chairman of the political science department, has announced the appointment of Mr. Atkins as lecturer in political science at the College. He will teach a course in urban politics which will combine lectures with practical field experience for some 170 students. After an initial series of lecture meetings each student will be assigned to a public official or office holder in Boston. Off campus they will learn firsthand of urban conditions and the politics and problems involved.

Student Support

One of the city's most active councilors, Mr. Atkins credits more than 200 students with "the tremendous workload" accomplished by his office during the past two years. From neighboring colleges and universities, including Wellesley, the students handled a great variety of matters including housing, employment, sanitation, and police problems. In addition, they did research in legislation.

A believer in participatory politics, Mr. Atkins stated, "There is a tremendous reservoir of talent and energy in college students and faculty. The government needs this. Last year I was impressed with the 12 young women from Wellesley College who worked in my office. This year I look forward to my association with the College and to the opportunity to expose many more students to politics as well as involve them in working with the very real problems of the city."

On the Council, Mr. Atkins' activities have included the chairmanship of the committees on public housing and public welfare and the vice-chairmanship of committees on ap-

propriations and finance, public claims, health and hospitals.

Prior to his election to the Council, he served as executive secretary of the Boston NAACP, was general manager of Bill Russell Enterprises and, in 1967, was executive director of the Committee for Community Educational Development. The Committee was responsible for the initiation of the experimental Apollo school funded by the state and the Ford Foundation.

Mr. Atkins was chairman of the Model Cities Community Conference in 1967 and also served on the Governor's Committee on Equal Opportunity. Founder and co-host of TOPIC, a weekly discussion program on radio station WILD, he serves on the

boards of directors of the Urban League of Greater Boston, NAACP, United Community Services, ABCD, Science Museum, Boston Zoological Society, Ford Hall Forums, Family Counseling and Guidance Centers, Inc., United South End Settlements, Citizens Housing and Planning Association.

A 1961 graduate of Indiana University, Mr. Atkins also earned an M.A. in Middle Eastern Studies from Harvard University and is a 1969 graduate of Harvard Law School. He is married to the former Sharon Soash, also from Indiana, and the father of three children.

This fall Mr. Atkins will run for re-election and, of course, students will be needed to work on the campaign.

Revolution Infiltrates Chapel; Brings Rev. Coffin, Folk Rock

"We hope to provide a sampling of the excellent preaching that is being done at the creative edge of the contemporary church," the Rev. H. Paul Santmire, College Chaplain, commented as he discussed the plans for Sunday Chapel this year.

Among others, the Chapel will present William Sloan Coffin and Dean Krister Stendahl of Harvard Divinity School. The Chapel schedule also features three black clergy, the Rev. James Woodruff, the Rev. Edward Rodman and the Rev. Warner Traynam, each of whom is involved in the urban ministry, in Philadelphia, New Haven and Roxbury respectively.

New Outlook

Mr. Santmire also stated that he hoped that the Sunday Chapel Service itself would be able to accent congregational participation in a meaningful contemporary mode. One manifestation of this will be the All Saints Festival Communion Service on Nov. 2 with the Cambridge Jazz Group. Mr. Santmire himself will serve as the jazz cantor for the service.

This year an attempt will also be made to encourage students from Harvard and MIT, residents of the

town and various employees of the College to attend the Sunday service. "Worship is undoubtedly best," Mr. Santmire remarked, "not only when it is coeducational, but also when it has generational and social diversity." In this vein, the Chapel will provide a child-care service for faculty and residents of the area who have young children.

In the Beginning

Sunday Chapel begins Sept. 21 with the traditional Flower Sunday service. Big sisters are invited to give their little sisters flowers and to take them to the 11 a.m. service. The Old Testament lesson will be read by Carol Richmond '71, president of Hillel, and the New Testament lesson by Trish Moore '70, president of Newman Club. Mr. Santmire will preach on "Flower Power Revisited." A coffee hour on the Chapel steps will follow the service.

On the following Sunday, Sept. 28, Mr. Roger Johnson, associate professor of Religion and Biblical Studies, will preach. Mr. Johnson, who has just returned from a year's leave in Hong Kong, will speak about Christianity and the religions of the world.

College Catalogue Awakening to Life

Ed. Note: This announcement is to members of the College Community from Suzanne Gordon, director, College Information Services.

We are extremely sorry to have to tell you that the catalogue will not be ready before classes begin. Instead, class deans, advisors, faculty and others will receive printed copies of page proofs of the Courses of Instruction which will be reproduced from the original galley proofs. These proof sheets will be accompanied by an errata listing the more important corrections made during proof reading. With these they can advise and otherwise help students with changes in course registration.

The completed catalogue will not be ready until October. The decision to produce a completely new document for 1969-1970, begun even later than usual, with new personnel and new material, was risky, but we thought, correct. The finished piece will be handsome and informative, and we hope not completely useless for your specific purposes. We appreciate your concern and are deeply sorry for the inconvenience.

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COLLEGE OPEN HOUSES

Thursday, September 18, 7:45-10:30 p.m.

Organization	President	Room
Wellesley Against Racism	Tiz Good	Pope Room
Upward Bound	Judy Wagner	Pope Room
Forum	Bev Armstrong	300 Billings
International Relations		300 Billings
Young Republicans	Ellen Carlson	300 Billings
Young Democrats		300 Billings
SDS		300 Billings
YAF		300 Billings
Art Club	Lizzy Borden	360 Jewett
Chamber Music Society	Wendy Nieremberg	218 Jewett
Choir	Fay Hollingshead	106 Jewett
Dance Group	Nola Mirikitani	Jewett Aud.
Film Society	Liz Coffin	152 Jewett
Guild of Carilloneurs	Mary Ann Snyder	216 Jewett
(includes trips to Green Hall and demonstration of the carillon)		
Keynote	Ann Swahnberg	162 Jewett
Penchant		154 Jewett
Wellesley College Theatre	Jeannie Garrison	Rehearsal Room
Legenda	Connie Young, Charlotte Mitchell	352 Jewett
News	Sue Heinemann	150 Jewett
WBS	Genevieve Steele	354 Jewett
(includes trips to the broadcasting studio in Alumnae Hall)		
Athletic Association	Faye Harned	Rec. small lounge
Outing Club	Jeanne Hjermstad	Rec. large lounge
Swim Club	Martha Hammond	Pool Balcony
Archaeologists Anonymous	Chris Cooper, Margo Stout	Rec. 1st floor
AIESC	Donna Shaw	106 Billings
AFS and Cosmopolitan Club		108 Billings
Chapel Organization	Rev. Santmire	Rector's Study
Language Groups		
Circolo Italiano	Sandra Ferrari	309 Billings
Classical Club	Ellen V. Bruce	308 Billings
Deutscher Verein	Janice Fiermonte	307 Billings
La Tertulia (slides)		306 Billings
Slavic Society	Margaret Stickler	310 Billings
Newman Club	Trish Moore	2nd floor Billings
Ethos	Francine Guy	Harambee House
Service Organization	Judy Scott	Pope Room
Singing Groups	7:45-8:15 8:20-8:50 9:00-9:30	
Bluenotes	sculpture court 350 Jewett	102 Jewett
Tupelos	102 Jewett sculpture court	350 Jewett
Widows	350 Jewett 102 Jewett	sculpture court

Refreshments: 2nd floor lounge Rec Building with AA and Jewett 1st floor corridor

Organization Blast-Off
Rockets Into Fall Orbit

In many ways, Wellesley's spring seems to come in the fall. Fresh ideas have sprouted over the summer, and just need students' activation to make them bloom. In this spirit, some of Wellesley's organizations have bright plans to try out right now.

"In an effort to offer students the opportunity for realistic and worthwhile involvement in many different areas of community work," says Service Organization (S.O.) President Judy Scott '71, "this year Wellesley S.O. is joining with MIT Urban Action."

Urban Action Volunteers

In addition to tutoring and working as teachers' aides, interested students can take an important role in the Boston and Cambridge school committee elections this fall, Judy stresses. Research and action are going on in the Cambridge housing crisis, as well as in community health project development.

Cambridge Talent Search, a program designed to rescue and guide teen-age potential, will require a large number of volunteers in many capacities: in the collection and filing of data on college admissions and programs, job openings, financial aid, and vocational training programs, there is particular need.

Projects in mental hospitals and bi-lingual (Spanish) education will offer further possibilities for student involvement.

Judy urges that students carefully consider making a "commitment to an educational experience that means action," and come to the S.O. open house (see schedule, p. 4) for further details.

Yearbook Zaps Image

Conni Young and Charlotte Mitchell, both '70, express similar hopes for the yearbook, and say, "we would like to be able to recreate some of the unique qualities of the college which make it special to the students . . . Why should the yearbook always look the same if the school is constantly changing?"

The co-editors are "especially interested in freshmen and sophomores who would like to see some of their ideas put to use." They are in particular need of photographers.

To accompany the changing conlike to see a name change. What has been "Legenda" will temporarily be "The Wellesley College Yearbook" until a replacement is chosen.

Out of Doors

Athletic Association this year plans to work even more closely with the physical education department, notes Faye Harned '70, president. A new sailboat was added last spring, "so there's good possibility that AA will have the use of enough boats this year to sponsor a regatta," she declared.

Jeannie Hjermstad '70, president of Outing Club, reports that there will be an Outdoorsman library, as well as books and magazines on environmental concerns, in their new office in Billings. "If you want to spread your wings a little more and fly in either direction, either come on some of our generally coed trips (canoeing, skiing, hiking, riding, caving, whatever) or help on some of our conservation projects," she urges. "We'll also be having films and talks throughout the year on both enjoying the world and preserving it."

On the Air

Expansion is the key to the college radio station's (WBS) plans for this year, according to Genevieve Steele '71, president. "This year the station plans to start a campus-and-national news program," she notes. "Freshmen staff members with journalistic experience would be able to assume responsible positions immediately," she adds. "Other plans involve polishing the music programs which are WBS staples and creating new programs tailored to the tastes of Wellesley students."

Film Society is also planning an exciting schedule for this year. American films, rather than foreign cinema, will be featured, according to Liz Coffin '70, president. Most of the films are well-known classics, but Film Society will publish a brochure with critical comments on the techniques and innovations of the directors. Students interested in ushering, doing publicity and operating the projection machinery are needed.

Other organizations have been planning over the summer, too, and are waiting to disclose their innovations at open houses this week.

OVERSEAS STUDY OPENINGS

The Institute of International Education has officially opened its competition for grants for graduate study or research abroad, and for professional training in the creative and performing arts during the academic year 1970-71. The purpose of the grants is to increase mutual understanding between the people of the U.S. and other countries through the exchange of persons, knowledge and skills.

IIE annually conducts the competition for U.S. Government Awards under the Fulbright-Hays Act and the competition for grants offered by various foreign governments, universities and private donors. Two types of grants will be available through IIE under the Fulbright-Hays Act: U.S. Government Full Grants and U.S. Government Travel Grants. There are also some foreign government grants and teaching assistantships.

Candidates who wish to apply must be U.S. citizens at the time of application, have a bachelor's degree or its equivalent before the beginning date of the grant and, in most cases, be proficient in the language of the host country. Application forms and more information for Wellesley students may be obtained from Miss Elizabeth Blake, Fulbright Advisor, in 345 Green Hall. The deadline for filing applications through the Fulbright Advisor is Oct. 15, 1969.

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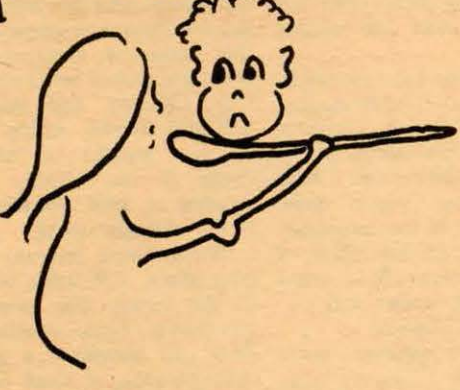
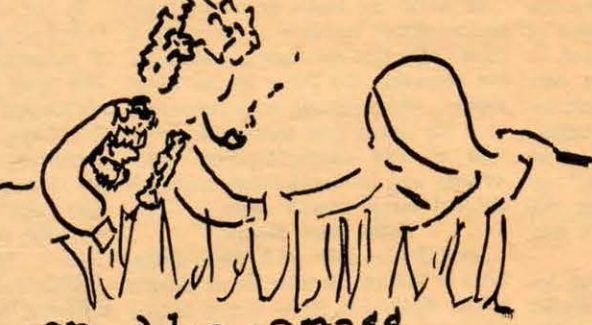
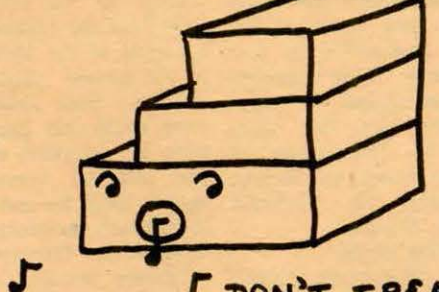


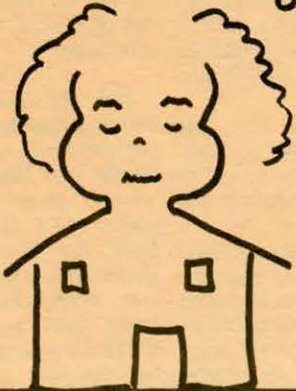
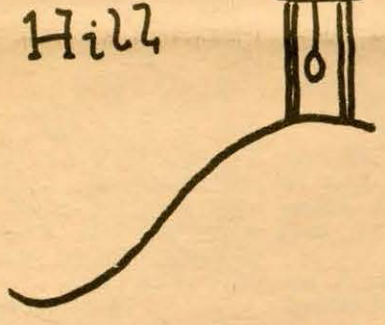
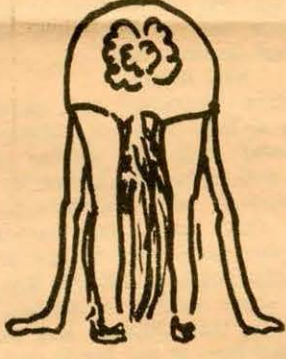
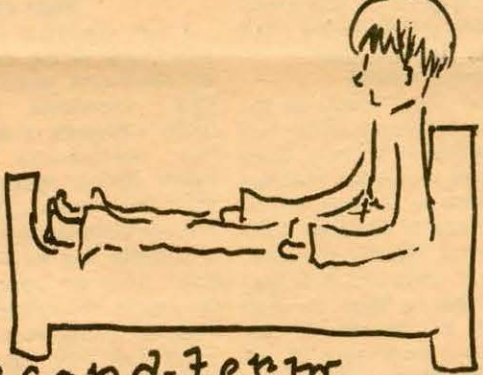


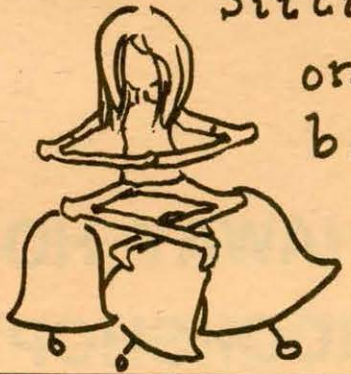


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News Freshman Dictionary

<p>Spooner</p> 	<p>Flower Sunday</p>  <p>on the grass</p>	<p>Step Singing</p>  <p>♪ DON'T TREAD ON ME ♪</p>
<p>Ask Me</p> 	<p>El Table</p> 	<p>Head of House</p> 
<p>Severance Hill</p> 	<p>Mock tails</p> 	<p>Parietal</p>  <p>second-term room mate.</p>
<p>wait ~ on</p>  <p>freshman ton</p>	<p>Cambridge</p> 	<p>Sitting on bells</p> 
<p>Sit-down dinner</p> 	<p>Waban</p> <p>Boston pronunciation of war ban</p>	<p>VIL</p> <p>short for violently induced lameness</p> 
<p>The Yard where the grass grows</p>	<p>Wred Building</p> <p>synonyms for Billings</p>	<p>The kiosk</p> <p>the key osk is Miss Adams</p>

Summer in Washington Unleashes Frustration

by Anne Trebilcock '70

One morning this summer, a Wellesley intern waited for a number 32 bus on Pennsylvania Avenue to carry her to Capitol Hill. Another came up, and chirped, "Well, how did your amendment go?" The response in a sorrowful look captured much of what it means to feel Washington.

The defeats, interns found, can be deep — way, way down, all the way down from way, way up. Late hours, hard investigation, laughter with staff, and most of all hopes — hang on Senate and House votes. The hopes can crash, and then grope slowly upwards to pin themselves on new issues and concerns. Those concerns can be of national impact, or important only to a local area; they range from muzzling the Department of Defense to preventing an airport from noise-polluting the Anacostia area of Northern Virginia.

Exploding Myths

A summer in Washington helped explain to 18 Wellesley girls and two MIT students why certain things happen as they do, and why other things never get done. Myths exploded this summer. For some, the myth was laziness of government workers, or luxury in politicians' lives; for others, the myth was a possibility of solving social problems soon enough within the established structure.

Piddling tasks had to be done, but of this the interns had been warned. And, to counterbalance them, came the times when intern influence did count.

The seeds of a significant challenge to the Sacred Cow of the Defense budget lay in research done by many of the over 2,000 interns. The Democratic Study Group worked all summer to produce a booklet describing proposed weapons systems, with their costs, strategic implications, and criticisms of implementation. A new direction for Congress, it was a project that already overburdened staffs could not have handled alone.

Turning Inward

At the same time, trends in the intern experiences struck home currents in the nation as a whole. When John Gardner of the Urban Coalition addressed interns on strategy for the cities, the Library of Congress Auditorium overflowed. Three weeks later, when a panel on India met in a Rayburn Building hearing room, the high ceiling echoed the absence of concern. One intern faced each of the five Indian Embassy senior staff members for an hour and a half of embarrassed discussion.

Back on the home front, Congress was mad, and still is mad, at students. The 62 bills introduced in the 91st session to prevent "riots" on campus ranged from clear cut repression to moderate toothless proposals. In June, hearings of the House Education and Labor Committee heard testimonies of university presidents. Their pleas for the Federal Government to stay out of university affairs fell on many deaf ears, with the very existence of federal aid to education at stake.

Later in the summer, a favorite entertainment became attendance of hearings of the McLellan faction in the Senate. (McLellan is a conservative from Arkansas.) Most interns could only gape at the suggestions for detention camps for actual and potential "revolutionaries," or loyalty oaths for college students, not to mention cartoonist Al Capp's rendition of the Harvard Strike.

Lessons became learned, and insights gained. In Boston, or almost anywhere else, one forgets about the South. In Washington, the South is an undeniable presence. Between Fortas and Hainsworth, the Whitten Amendment tacked onto an extra million dollars of education funds prohibits use of federal money in any bussing programs.

Gossip

And, for those who doubted, the Teddy Kennedy affair confirmed the ecstatic revel and tradition that roots gossip into Washington life.

Away from the office there was home: 1914 G Street, four blocks from the White House in George Washington University. On occasion, the dormitory-apartment became more than a bridge game. Ellen Carlson's apartment transformed one evening into a strategy session for conservative arguments to stave off her boss, Senator Barry Goldwater, from endorsing a campus unrest bill.

Night Life

A few evenings, too, were spent with many of the 18 crammed into one apartment, sometimes for socializing, sometimes for discussion. Nader's Raiders, a task force of college super-sleuths for consumer Ralph Nader, sparked social lives when they weren't hunting down the Federal Communications Commission or investigating the Food Stamp Program from the recipients' end. On two nights, the Grape Strike and the Vietnam Moratorium brought Wellesley and Yale interns to line the walls and floors of Apt. 21 for some lively questions.

In the regular Wellesley seminars,

girls encountered spokesman from new areas: an assistant Secretary of the Air Force followed discussion with a radical from the Institute for Policy Studies.

Vietnam Strike

In leisure hours, the office of the Vietnam Moratorium offered fellowship, envelope stuffing, and ideas for pressuring an end to the war. Others joined the Quakers on their anti-ABM vigils, vigils that also decreed the Capitol steps the property of the people.

At work, the tasks were as varied as the offices involved. Reassuring a constituent that the Communists were not poisoning the Terre Haute water supply, sympathizing with taxpayers over the 10 per cent surcharge extension — this district-tending letter writing and its background research charted many interns' days.

Folks Back Home

Ann Clarke dealt with these situations in Indiana Senator Birch Bayh's office, while Liz Agee wrote letters when not summarizing Senator Stuart Symington's speeches. Ellen Bass coped with the political problems of placating red-neck voters in the Arkansas district of Rep. David Pryor, and Anne Trebilcock worked in the office of Rep. Edith Green of Oregon.

Joan Wilke became an instant expert on the F-15 for Rep. Henry Reuss of Wisconsin; Heidi Packer, working for Cong. Allard Lowenstein of New York, examined our politico-military bases in Spain, while Michel Dahlin immersed herself in CBW for a liberal Republican study team called the Wednesday Group.

Ideas for free distribution with a guaranteed income program for all were two ideas shared by Susie Nelson and her boss, Rep. John Conyers of Detroit. At the other end of the political spectrum, Rep. James Collins of Dallas proved more conservative than many of his interns. Sheri Ryden was among those to try to convince him of the worth of foreign and domestic aid.

NBC Helpers

For Mary Enterline and Hope Schwartz at NBC News, the internship showed them the politics of news, as well as the news of politics. Mary, working with reporter-commentator Paul Duke, accompanied him on interviews, updated him on outside happenings, helped edit film, and did some writing of her own. Hope's boss, Ron Nissen, was in Europe and then at the Apollo shot, leaving her with less-defined assignments.

Organizing youth in the hollows of Appalachia filled Lee Chambers' summer. Lee did some field work for the Appalachian Regional Commission before writing recommendations. Appalachia is rediscovered about every ten years, she explained, with a flurry of one year attention. The last substantial enthusiasm came under the Kennedy Administration, and though the enthusiasm is gone, the problems of high school drop outs and a shrinking local job market remain.

In her work at the Inter-American Development Bank of the International Monetary Fund, Bonnie Lindquist was able to use her skills as an economist. She helped rewrite a book on Latin America while doing statistical research. In the meantime, the Congressional liaison office of AID kept Susan Baranoff in touch with the politics of foreign aid.

Life in an Agency

Student interns in agencies saw a different setting for visionary innovations in competition with bureaucratic harnesses. Francie Taylor, working for Federal Trade Commissioner Mary Gardner Jones, examined the psychological effects of advertising. The hearings and actions on cigarette advertising were another opportunity for her to admire

the FTC's intentions while despairing in its lack of effective enforcement mechanisms.

Barbara Baumberger, who co-chaired the group with Susie Nelson, encountered similar frustrations in her job with the Legal Services Divisions of the Office of Economic Opportunity.

Checking Out Prisons

Kay Roan, working in the Bureau of Prisons, was in charge of evaluating the innovative offender rehabilitation phase-out program. She read, and then visited prisoners in Kansas City, Chicago, and other Midwest half-way houses, where men spend the last months of their sentence living in the YMCA, training or working on jobs, adjusting gradually to the straight world.

Among these interns, there were complaints, and there will be more in the future. But along with the grievances came realizations that each now possessed a potential for understanding at least one piece of that Federal Monolith.

Some of these interns went away from Washington patiently resigned to the fact that the processes crank slowly. Others left with a knowledge that there had to be a better way. And they left with a determination to find it.

Billings Laid Up; Well Revived; Munger, Tower Out of Surgery

Whatever happened to Billings, the new student center? "The progress you see at this location is far behind schedule due to the necessity of redesign this spring to meet as many as possible of the needs which were identified by the Student Committee and to accommodate construction and foundation conditions which preliminary survey information had not revealed," explained Mr. Robert J. Schneider, business manager.

"There have also been delays due to supplier's strikes," he added. "The principal cause of delay, however, has been architectural design."

In the Meantime

Unfortunately, the work will probably require all of first term for completion, according to Mr. Schneider. Meanwhile offices are being shifted due to the delay.

A temporary bus office is now located on the first floor of Billings, and all MIT buses will depart from the front of Billings as last year's terminal is presently inaccessible. The Furniture Exchange has moved to Alumnae Hall ballroom.

For all the hungry students, the Well will reopen in Alumnae Hall until Billings is ready. In addition to the usual snack-bar fare, the Well will offer a number of Servend vending machines.

Dorm Transformed

Across the campus the summer crew has been busy repainting and refurbishing Munger. While the student rooms are the usual dormitory white, the stairwells sport purple, orange and bright green. Down below the basement corridor flashes a flame red ceiling.

Although old furniture still decorates the living rooms, a change is coming. According to Mr. Schneider, new furnishings, mostly imported from Italy, will include comfortable chairs made to be "flopped down in." Dramatic rugs are planned to add color to the rooms.

Up the Tower

While Tower Court may look just the same, it has had a face-lifting. Workmen have scaled the walls to reset the parapets and window frames and repair the roof. In other words, no more flooded window seats.

Inside the Victorian gloom has vanished with the completion of a new lighting system in the corridors. However, dirt and dust from the outside repairs prevented the replastering and repainting of the many damaged student rooms. According to Mr. Schneider, if the students with severely damaged rooms agree to it, the College will repaint their rooms during the school year.

Odd Jobs

A glance around Founders will reveal that about ten rooms are no longer traditional Wellesley classrooms. Instead of fixed pedestal desks, there are tablet arm chairs.

Homestead Annex is now being prepared for employees to replace some of the substandard employee housing now in use. In addition, a long term electrical program is underway. Mr. Schneider hopes that this will result in a campus where, if any building has a power failure, it will not affect the others. "Right now that's just what would happen," he notes.

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For Humanity: 'Make the Impossible Possible'

Ed. Note: This speech was delivered by Hilary Rodman, member of the graduating class, at Commencement 1969.

I am very glad that Miss Adams made it clear that what I am speaking for today is all of us—all 400 of us—and I find myself in a familiar position, that of reacting, something that our generation has been doing for quite a while now. We're not in the positions yet of leadership and power, but we do have that indispensable task of criticizing and constructive protest and I find myself reacting just briefly to some of the things that Senator Brooke said.

Part of the problem with empathy with professed goals is that empathy doesn't do us anything. We've had lots of empathy; we've had lots of sympathy, but we feel that for too long our leaders have used politics as the art of the possible. And the challenge now is to practice politics as the art of making what appears to be impossible, possible.

What does it mean to hear that 13.3% of the people in this country are below the poverty line? That's a percentage. We're not interested in social reconstruction; it's human reconstruction. How can we talk about percentages and trends? The complexities are not lost in our analyses, but perhaps they're just put into what we consider a more human and eventually a more progressive perspective.

The question about possible and impossible was what brought us to Wellesley four years ago. We arrived not yet knowing what was not possible. Consequently, we expected a lot. Our attitudes are easily understood having grown up, having come to consciousness in the first five years of this decade—years dominated by men with dreams, men in the civil rights movement, the Peace Corps, the space program—so we arrived at Wellesley and we found, all of us found, that there was a gap between expectation and realities. But it wasn't a discouraging gap and it didn't turn us into cynical, bitter old women at the age of 18. It just inspired us to do something about that gap.

What we did is often difficult for some people to understand. They ask us quite often: "why, if you're dissatisfied, do you stay in a place?" Well, if you didn't care a lot about it you wouldn't stay. It's almost as though my mother used to say, "I'll always love you but there are times when I certainly won't like you."

Our love for this place, this particular place, Wellesley College, coupled with our freedom from the burden of an inauthentic reality allowed us to question basic assumptions underlying our education. Before the days of the media orchestrated demonstrations, we had our own gathering over at Founder's parking lot. We protested against the rigid academic distribution requirement. We worked for a pass-fail system. We worked for some say in the process of academic decision making. And luckily we were in a place where, when we questioned the meaning of a liberal arts education, there were people with enough imagination to respond to that questioning.

So we have made progress. We have achieved some of the things that we initially saw as lacking in

that gap between expectation and reality. Our concerns were not, of course, solely academic as all of us know. We worried about inside Wellesley questions of admissions, the kind of people that were coming to Wellesley, the kind of people that should be coming to Wellesley, the process for getting them here. We questioned what responsibility we should have both for our lives as individuals and for our lives as members of a collective group.

Coupled with our concerns for the Wellesley inside here in the community were our concerns for what happened beyond Hathaway House. We wanted to know what relationship Wellesley was going to have with the outer world. We were lucky in that one of the first things that Miss Adams did was to set up a cross registration with MIT because everyone knows that education just can't have any parochial bounds anymore. One of the other things we did was the Upward Bound program. There are so many other things that we could talk about; so many attempts, at least the way we saw it, to pull ourselves into the world outside. And I think we've succeeded. There will be an Upward Bound program, just for one example, on the campus this summer.

Many of the issues that I've mentioned—those of sharing power and responsibility, those of assuming power and responsibility—have been general concerns on campuses throughout the world. But underlying those concerns is a theme, a theme which is so trite and so old because the words are so familiar. It talks about integrity and trust and respect. Words have a funny way of trapping our minds on the way to our tongues but there are necessary means even in this multi-media age for attempting to come to grapple with some of the inarticulate maybe even inarticulate things that we're feeling.

We are, all of us, exploring a world that none of us understands and attempting to create within that uncertainty. But there are some things we feel, feelings that our prevailing, acquisitive and competitive corporate life, including tragically the universities, is not the way of life for us. We're searching for more immediate, ecstatic and penetrating mode of living. And so our questions, our questions about our institutions, about our colleges, about our churches, about our government continue. The questions about those institutions are familiar to all of us. We have seen them heralded across the newspapers. Senator Brooke has suggested some of them this morning. But along with using these words—integrity, trust and respect—in regard to our institutions and leaders we're perhaps harshest with them in regard to ourselves.

Every protest, every dissent, whether it's an individual academic paper, Founder's parking lot demonstration, is unabashedly an attempt to forge an identity in this particular age. That attempt at forging for many of us over the past four years has meant coming to terms with our humanness. Within the context of a society that we perceive—now we can talk about reality, and I would like to talk about reality sometime, authentic reality, and what we have to accept of what we see—but our percep-

tion of it is that it hovers often between the possibility of disaster and the potentiality for imaginatively responding to men's needs. There's a very strange conservative strain that goes through a lot of New Left, collegiate protest that I find very intriguing because it harkens back to a lot of the old virtues, to the fulfillment of original ideas. And it's also a very unique American experience. It's such a great adventure. If the experiment in human living doesn't work in this country, in this age, it's not going to work anywhere.

But we also know that to be educated, the goal of it must be human liberation. A liberation enabling each of us to fulfill our capacity so as to be free to create within and around ourselves. To be educated to freedom must be evidenced in action, and here again is where we ask ourselves, as we have asked our parents and our teachers, questions about integrity, trust and respect. Those three words mean different things to all of us. Some of the things they can mean, for instance: Integrity, the courage to be whole, to try to mold an entire person in this particular context, living in relation to one another in the full poetry of existence.

If the only tool we have ultimately to use is our lives, so we use it in the way we can by choosing a way to live that will demonstrate the way we feel and the way we know. Integrity—a man like Paul Santmyre. Trust. This is one word that when I asked the class at our rehearsal what it was they wanted me to say for them, everyone came up to me and said, "Talk about trust, talk about lack of trust both for us and the way we feel about others. Talk about the trust bust." What can you say about it, What can you say about a feeling that permeates a generation and that perhaps is not even understood by those who are distrusted? All they can do is keep trying again and again and again. There's that wonderful line in East Coker by Eliot about there's only the trying, again and again and again; to win again what we've lost before.

And then respect. There's that mutuality of respect between people where you don't see people as percentage points. Where you don't manipulate people. Where you're not interested in social engineering for people. The struggle for an integrated life existing in an atmosphere of communal trust and respect is one with desperately important political and social consequences. And the word "consequences" of course catapults us into the future. One of the most tragic things that happened yesterday, a beautiful day, was that I was talking to a woman who said that she wouldn't want to be me for anything in the world. She wouldn't want to live today and look ahead to what it is she sees because she's afraid. Fear is always with us but we don't have time for it. Not now.

There are two people that I would like to thank before concluding. That's Eldie Acheson, who is the spearhead of this. And also Nancy Scheibner who wrote this poem which is the last thing I would like to read. "My entrance into the world of so called 'social problems' Must be quiet with laughter. Or not at all.

(Continued on Page 8)



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War Moratorium Declared

Ed. Note: The following article was printed in the Boston Globe July 1, 1969.

by Crocker Snow, Jr.
Staff Writer

Students at about 10 colleges and universities around the country are planning a one-day halt to all research and classroom work next October to work instead at ending the war in Vietnam.

A call for the anti-war action is now being circulated to campuses by a new group called the Vietnam Moratorium Committee. The protest will take place on Oct. 15 if by then, there is "no firm commitment to American withdrawal or a negotiated settlement."

The plans were discussed publicly

for the first time yesterday with a small number of reporters in Washington D.C. Disclosure came at this moment to dispel rumors that the group was planning militant action in the Fall to put President Nixon on notice of possible student reactions if the fighting continued unabated.

The committee hopes to expand the Oct. 15th moratorium to two days in November, three days in December and so on until the war is brought to an end.

The planned protest would differ from past student anti-war demonstrations in its emphasis on the involvement of more than just the academic community. The committee hopes to engage community organizations, churches, professional

groups, labor union locals, civil rights groups, politicians and even high school students in the activity.

Participating student and faculty members are urged to branch out from campuses on Oct. 15, to circulate petitions and leaflets at shopping centers, factories and downtown areas.

The new committee is headed by Sam Brown, a staff aide to Sen. Eugene McCarthy last year, and now a fellow of the Institute of Politics at Harvard; David Mixner, another McCarthy staffer from last year who is now on the McGovern Commission for Reform of the Democratic Party, and David Hawk, a draft resister who organized the 250 student presidents and editors "We Won't Go" letter on the draft this Spring.

The trio is carefully avoiding the word "strike" in describing its plans for the Fall term.

"The industrial analogy really is not appropriate," said Brown yesterday. "We don't want to cripple universities or shut them down, but simply to use them as a base for working against the war."

The group is also stressing the inadequacy of a Korea-type settlement in Vietnam with large numbers of American troops committed there indefinitely.

A list of faculty sponsors for the demonstrations is presently being prepared. Letters have also been sent out by the committee to many national politicians, such as Senators McCarthy, Edward Kennedy, William Fulbright, George McGovern and George Aiken soliciting their support for the plans.

The idea of the campus moratorium came from a Massachusetts group, Mass. PAX (Political Action for Peace) earlier this Spring.

Student organizers now stress that plans are still in the early stage and details will be left largely to the decisions of individual campus groups.

College newspaper editors and class presidents from about 100 campuses have already pledged themselves to support and help organize the protest action on Oct. 15.

In the greater Boston area, the list includes student editors from Wellesley College, Boston College, Boston University and M.I.T. Harvard is not now listed as one of the campuses where the protest activities will take place. But the committee expects no difficulty in organizing there.

Summer Programs...

(Continued from page 1)

Participants in the program lived on campus five days a week, returning home for the weekend. Mornings and afternoons were filled with classes in study skills, the humanities and social and physical sciences. Late afternoons were devoted to recreational activities including art and music, dance and theater workshops, swimming and boating. Several nights each week an astronomy class gazed through the College telescope.

The students themselves transformed the Well into a teenage center. Cooking and eating hamburgers and hot dogs, they discussed summer studies and future plans—"I like the program. I could have worked rather than coming here but I didn't. I'm coming again next summer." ... "I didn't think the students had enough to say, but things are changing as students are voicing what they feel deep down inside."

Highlights of the summer included a pre-moonshot talk by Dr. C. Stark Draper, head of the Instrumentation Lab at MIT, and a class in TV by David Silver, the Mr. Silver of the WGBH program "What's Happening to Mr. Silver." Off campus students traveled to Tanglewood for a meeting with members of other Upward Bound groups and to a dance at Walnut Hill School, Natick, with members of the Harvard Upward Bound. The last weekend at Wellesley found students packing for overnight trips to Maine, Martha's Vineyard and the White Mountains.

Back to School

In another program, local housewives returned to school under the Institute of Chemistry, a two-year, part-time study program leading to a master of arts degree. The program tries "to find women who've been out of college five years or more and who majored in chemistry on the undergraduate level or came close," explained Dr. Eleanor Webster, institute director and professor of chemistry at Wellesley.

Dr. Webster describes the institute, now in operation six years, as "a half-time program which demands full-time involvement." Studying new approaches to calculus and chemistry, the women attended 18 half-day sessions over a six week period. In the fall they will return to take two courses a semester and audit a third.

Sponsored by the National Science Foundation, the program will have granted 30 master's degrees by June 1970. Of the 13 women who received degrees in 1968, Dr. Webster noted, "All are doing something connected with chemistry. Three are working on their doctorates. Two are doing research, and the rest are teaching chemistry. All except one are teaching on the college level."

In the Lab

Working as research associates for five faculty members, eight Wellesley girls pursued their majors in bio-

logical sciences or molecular biology on campus this summer. "The students don't get college credit. They do it because they're interested and want experience in independent study concentrated for ten weeks," commented Dr. Helen A. Padykula, director of the program and professor of biological sciences.

Financed by NSF, the program pays the students \$60 a week. Activities range from the isolation of granules found in blue green algae to the study of rats under varying light conditions and the ecology of tadpoles and salamanders. In her evaluation of this summer's efforts, Dr. Padykula states that the students all "have contributed significantly with original observations."

Hillary...

(Continued from page 7)

The hollow men of anger and bitterness

The bountiful ladies of righteous degradation

All must be left to a bygone age.

And the purpose of history is to provide a receptacle

For all those myths and oddments

Which oddly we have acquired

And for which we would become unburdened

To create a newer world

To translate the future into the present.

We have no need of false revolutions

In a world where categories tend to tyrannize our minds

And hang our lives on narrow pegs.

It is well at every given moment to seek the limits in our lives.

And once those limits are understood

To understand that limitations no longer exist.

Earth could be fair. And you and I

must be free

Not to save the world in glorious crusade

Not to kill ourselves with a nameless gnawing pain

But to practice with all the skill of our being

The art of making possible."

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